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| **First Grade Math I Can Statements**  **Common Core Standards** | |
| **Operations and Algebraic Thinking** | |
| **1.OA.1**- | I can use addition to solve word problems using equations. (within 20)  I can use subtraction to solve word problems using equations. (within 20)  I can use addition to solve word problems using objects. (within 20)  I can use subtraction to solve word problems using objects. (within 20)  I can use addition to solve word problems using drawings. (within 20)  I can use subtraction to solve word problems using drawings. (within 20) |
| **1.OA.2**- | I can solve addition word problems that have three whole numbers by using equations.  I can solve addition word problems that have three whole numbers by using objects.  I can solve addition word problems that have three whole numbers by using drawings. |
| **1.OA.3-** | I can use turnaround facts to add.  When adding more than two numbers, I can choose two numbers that I can easily add to help find the sum. |
| **1.OA.4-** | I can use related facts to solve problems with missing values. |
| **1.OA.5**- | I can count-on to add.  I can count back to subtract.  I can count up to subtract. |
| **1.OA.6-** | I can fluently add by memory. (within 10)  I can fluently subtract by memory. (within 10)  I can fluently add using strategies. (within 20)  I can fluently subtract using strategies. (within 20) |
| **1.OA.7-** | I know what an equal sign means.  I can determine if an addition equation is true or false.  I can determine if a subtraction equation is true or false. |
| **1.OA.8-** | I can determine the missing value in an addition equation.  I can determine the missing value in a subtraction equation. |
| **Number and Operations in Base Ten** | |
| **1.NBT.1**- | I can write the number for a given number of objects to 120.  I can count to 120.  I can count to 120 starting at any number less than 120.  I can read numbers to 120.  I can write numbers to 120. |
| **1.NBT.2-** | I know that a bundle of ten ones is called a ten.  I can identify how many tens are in a 2-digit number.  I can identify how many ones are in a 2-digit number.  I can identify the number of tens and ones in a numbers that are multiples of ten.  I can write any 2-digit number in expanded form. |
| **1.NBT.3**- | I can identify the number that is greater using tens and ones.  I can identify the number that is less using tens and ones.  I can compare two 2-digit numbers to determine if a number is equal using the tens and ones.    I can use the symbols >, <, and = to compare two 2-digit numbers. |
| **1.NBT.4**- | I can add a 2-digit number and a 1-digit number.  I can add a 2-digit number and a multiple of ten.  I can explain what strategy I used to solve my problem.  I can determine when to regroup in an addition problem.  I can explain the steps I used to solve my problem.  I can add two 2-digit numbers without regrouping.  I can add two 2-digit numbers with regrouping. |
| **1.NBT.5-** | I can find 10 more than a number without having to count.  I can find 10 less than a number without having to count.  I can explain how to find 10 more than a number.  I can explain how to find 10 less than a number. |
| **1.NBT.6-** | I can subtract a multiple of 10 from another multiple of 10. (10-90)  I can explain the strategy I use to solve my problem. |
| **Measurement and Data** | |
| **1.MD.1-** | I can order objects by length.  I can use one object to help me describe the length of other objects. |
| **1.MD.2**- | I can measure an object using nonstandard units. |
| **1.MD.3-** | I can recognize the hour hand.  I can recognize the minute hand.  I can tell time to the hour using a digital clock.  I can tell time to the half-hour using a digital clock.  I can tell time to the hour using an analog clock.  I can tell time to the half­-hour using an analog clock.  I can write the time in hours.  I can write the time in half-hours. |
| **1.MD.4-** | I can organize data with up to three categories.  I can interpret a graph by asking questions about the data.  I can interpret a graph by answering questions about the data.  I can interpret a graph by comparing how many more are in one category than another.  I can interpret a graph by comparing how many less are in one category than another. |
| **Geometry** | |
| **1.G.1-** | I can distinguish between attributes that define the shape and attributes that do not define the shape.  I can use attributes to build shapes.  I can use attributes to draw shapes. |
| **1.G.2-** | I can build a new shape using two 2-dimensional shapes. (rectangle, square, trapezoid, triangle, ½ circle, ¼ circle)  I can build a new shape using two 3-dimensional shapes. (cube, right rectangular prism, right circular cone, right circular cylinder)  I can take a shape I have made from two shapes and change it to make a new shape. |
| **1.G.3-** | I can divide circles into two equal shares.  I can divide circles into four equal shares.  I can divide rectangles into two equal shares.  I can divide rectangles into four equal shares.  I can describe shares using the words halves and half of.  I can describe shares using the words fourths and fourth of.  I can describe shares using the words quarter and quarter of.  I can describe the whole as the number of parts needed to make the whole.  I can prove that the more equal shares a whole has, the smaller the shares. |
| **Color Key:** | Knowledge  Reasoning  Performance  Product |